LC Control Number

clc96 000427

X Collection

INDEX

Page: 1

Barcode Number	Box Number	Total of Volumes	Call Number
LIBRARY OF CONGRESS 0 021 174 701 8	814	62	L7-L13.A52
LIBRARY OF CONGRESS 0 021 174 702 A	815	71	L13.13-L18.N3
LIBRARY OF CONGRESS 0 021 174 703 1	816	25	L33.B4-L33.N33
LIBRARY OF CONGRESS 0 021 174 704 3	817	26	L33.P7-L106.1946.W3
LIBRARY OF CONGRESS 0 021 174 705 5	818	16	L124.Z9 (1945-1952) no. 1-116
LIBRARY OF CONGRESS 0 021 174 706 7	819	16	L124.Z9 (1947-1948) no. 1-116
	820	1	L127.D4 (1946)
LIBRARY OF CONGRESS 0 021 174 707 9	821	9	L154 (1951) no. 1-9

1 box

X Collection

INDEX

Barcode Number	Box Number	Total of Volumes	Call Number
LIBRARY OF CONGRESS 0 021 174 708 0	822	13	L154 (1949-1952) no. 1-13
LIBRARY OF CONGRESS 0 021 174 709 2	823	11	L154 (1950-1952) no. 1-11
LIBRARY OF CONGRESS 0 021 174 710 9	824	15	L154 (1949-1952) no. 1-15
LIBRARY OF CONGRESS 0 021 174 711 0	825	12	L154 (1951-1952) no. 1-12
LIBRARY OF CONGRESS 0 021 174 712 2	826	3	no. 1 in oversize box L154 (1951-1952) no. 1-4
	827	missing	
LIBRARY OF CONGRESS 0 021 174 713 4	828	13	L165.M6C5 (1938-1942) no. 1-13
LIBRARY OF CONGRESS 0 021 174 714 6	829	12	L165.M6C5 (1940-1942) no. 1-12

X Collection

INDEX

Barcode Number	Box Number	Total of Volumes	Call Number
[redacted]	[redacted]	[redacted]	[redacted]
LIBRARY OF CONGRESS 0 021 174 715 8	830	12	L165 .M6C5 (1940-1942) no. 1-12
LIBRARY OF CONGRESS 0 021 174 716 A	831	6	L165 .M6C5 (1942) no. 1-6
LIBRARY OF CONGRESS 0 021 174 717 1	832	20	L188-L222.B8
LIBRARY OF CONGRESS 0 021 174 718 3	833	13	L257.A1-L791.M5
LIBRARY OF CONGRESS 0 021 174 719 5	834	32	LA163-LA486

LA163
#1

detached from
100-3-74-19-1121
1/11/51

LA 163

STUDY OUTLINES - - - -

MARXIST INSTITUTE 1949

1
1

X-LA185
#2

Vol. XIII JULY-SEPTEMBER, 1927 Number 4

Published by Randolph-Macon Woman's College
ISSUED QUARTERLY

BULLETIN OF

RANDOLPH-MACON WOMAN'S COLLEGE

THE LIBRARY OF CONGRESS SERIAL RECORD
JUN 1 5 1944
Copy

LYNCHBURG, VA.

Library of Congress
OCT 7 1927
Cataloging Division

THESIS-RESPONSE TEACHING IN COLLEGE

By A. Monroe Stowe, Ph. D.
Professor of Education

Copyright, 1927, by Randolph-Macon Woman's College

Entered as second-class matter January 5, 1915, at the postoffice at Lynchburg, Virginia
Under the Act of August 25, 1912

X-LA205
#3
1-FE 8
Copy-----1954

The Spirit of Freedom in Education

BY
ELIZABETH BYRNE FERM
THE MODERN SCHOOL STELTON N.J.

Price: Twenty-five Cents

X-LA205
#4

The Problem of Education

By ALEXIS C. FERM
Co-Principal of the Stelton Model School

1-FE 87
Copy-----1954

THE GIST OF A TALK DELIVERED AT AN EDUCATIONAL CONFERENCE HELD AT THE SCHOOL, AT STELTON, NEW JERSEY, JUNE 5, 1934

X-LA205
#5

PUBLICACIONES
DEL
INSTITUTO CULTURAL
ARGENTINO - NORTEAMERICANO

ESQUEMA DE LA EDUCACION
EN LOS ESTADOS UNIDOS

POR EL

Prof. ERNESTO NELSON

BUENOS AIRES - FEBRERO 1937

X-LA205
#6

One hundred years

OF EDUCATIONAL PROGRESS

CHICAGO PUBLIC SCHOOLS

1845
1945

X-LA205
#7

Professional Books, Inc.

MANUAL *prepared by*

A. C. LAMBERT, *Brigham Young University*
AND
WARREN R. GOOD, *University of Michigan*

to accompany

HOW SHALL WE PAY FOR EDUCATION?

BY

SEYMOUR E. HARRIS

MINNEAPOLIS
May 1948

X-LA205
#8

Faith Hope and Parity

By E. C. Richards, Jr.

X-LA205

#9

SEX DIFFERENCES AND LEGAL SCHOOL ENTRANCE AGE

Frank R. Pauly, Director of Research*
Tulsa, Oklahoma, Public Schools

Many children are not ready for the traditional first grade of public school when they are chronologically approaching six years of age. Particularly is this true of boys. Boys usually develop in nearly all respects more slowly than girls. Much of the research in sex differences indicates that girls should be admitted at least three or more months younger than boys; or, better, that the entering age for boys should be raised three or more months.

Studies over a ten-year period in the Tulsa schools indicate that there is need for different legal entering ages for boys and girls. However, it is freely granted that admission, ideally, should be on the basis of a comprehensive physical and mental test program thus providing for those frequent exceptions which will inevitably occur. However, this is not practicable in a large school system. The state legislature is probably the only body in a position to make a legal differentiation.

Some Implications

1. If this slower maturation rate for boys is accepted, all educational and mental age norms published should be revised to provide norms for each sex.

2. In all likelihood the mental hygiene of many immature boys and their parents will be improved if a differential entering age can be established. There will be less frustration for boys, their parents, and their teachers if this slower development is recognized and provided for thru extension of kindergarten or otherwise.

3. State legislatures should raise the legal entering age for boys and in turn provide custodial care, if needed, in some less expensive and more satisfying way educationally. (This might save taxpayers $150,000,000 to $300,000,000

*Copyrighted May 1950, by the author.

X-LA205
#10

GOOD SCHOOLS DON'T JUST HAPPEN!

3
Copy

A GUIDE TO ACTION FOR LIFE ADJUSTMENT EDUCATION

X-LA205
#11

Great Issues in American Education

George D. Stoddard
President, University of Illinois

Address delivered at the meeting of the American Association of School Administrators
Los Angeles, March 10, 1952

X-LA205
#12

The Need for New Directions in Education

an address delivered by

PAXTON BLAIR

former Justice of the Supreme Court
of the State of New York

before

various audiences in and near
the City of New York,
beginning

January 14, 1953

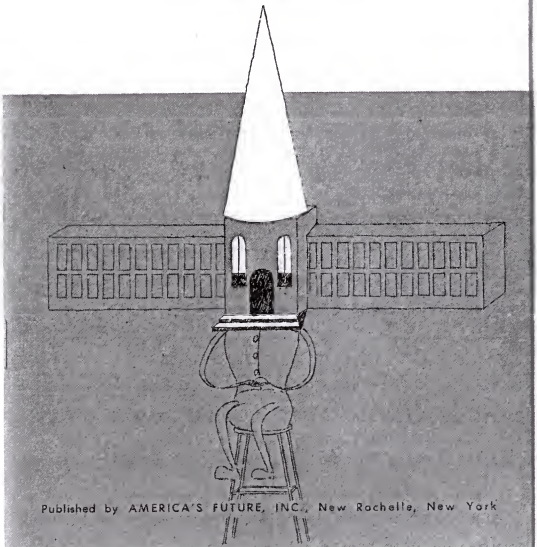
[Copyright 1953 by Paxton Blair]

X-LA 205

ROSALIE GORDON'S CLEAR ANALYSIS OF A VERY SERIOUS CONDITION

#13

What's Happened to Our SCHOOLS?



Published by AMERICA'S FUTURE, INC., New Rochelle, New York

X-LA 205
#14

POPULAR EDUCATION DOCUMENT No. 1.

WHAT SHALL WE STUDY?

BY WM. T. HARRIS,
SUPERINTENDENT PUBLIC SCHOOLS.

CINCINNATI PUBLIC LIBRARY
35
20

WHAT shall we teach in our Public Schools—or what shall our children study? This is the most important question that demands the attention of the educator. Without a clear idea of its true answer we may "eddy round and round" and never come to any consistent system or reach any practical success.

Whether we take the end of education to be discipline, or a filling of the memory, a training of the senses or of the reason, a fitting for business or a general culture—it is certain that our system of education will show what our theoretical view is. Taking for granted that no subject is of more importance to the educator, we hazard a few remarks on the American idea of popular education and the course of study rendered necessary thereby.

Without dogmatizing on the relative value of National ideas, it is sufficient to characterize them: The Oriental forms of society fix the status of the individual far more definitely than do the Western. If you are a *Sudra*, you were predestined to the basest of employments before you were born. Your neighbor, the Brahmin, was foreordained to a blessed life. The institution of civil society in India is a vast web of fate which overshadows the individual, and prevents the mobility which is thought essential to humanity in Europe. Yet this mobility is not realized any where in Europe to the degree that it is in America.

Whereas, in Europe generally, the ruling class is hereditary to a greater or less extent, there is also a separation of other classes—the proletary below, and the property-holding middle classes above them. The tendency is to prepare the people by early education to remain in the same class—the proletarian's children to be proletarians still—the landholder's children to be landholders again. Mobility of classes is not encouraged to any great extent; but far more now than formerly. Since the French Revolution this has especially increased in France, and all over

X-LA 222
#15

REPORT

OF THE

Interlocking Committee on the Coordination of Language Study for the High Schools of Illinois

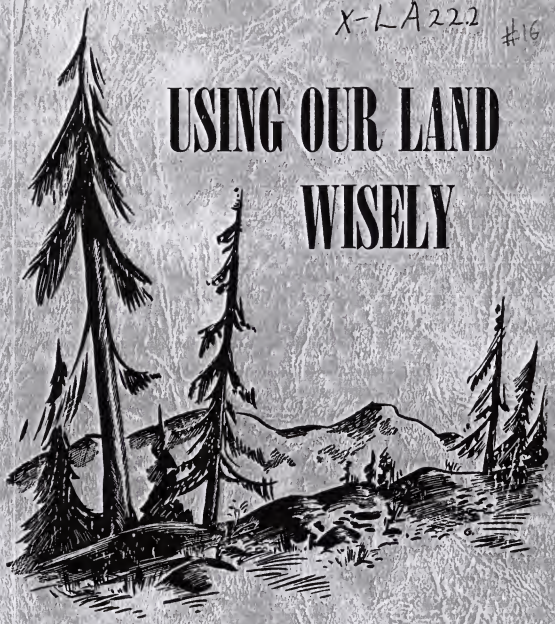
To my dear parents
with affectionate greetings
John D.

JOHN D. FITZ-GERALD, Chairman

HIGH SCHOOL CONFERENCE
Nov. 22, 1918

X-LA222 #16

USING OUR LAND WISELY



A RESOURCE UNIT FOR INTERMEDIATE GRADES

X-LA222 #17

GUIDE FOR LOCAL CURRICULUM STUDIES

By the

COMMITTEE ON SECONDARY EDUCATION

CENTRAL NEW YORK SCHOOL STUDY COUNCIL

$.50 per copy

X-LA222
#18

HOW TO DEVELOP A CORE PROGRAM IN THE HIGH SCHOOL

Alberty and Others

X-LA 229
#19

A NEW ROLE FOR THE AMERICAN STUDENT

reports from

STOCKHOLM

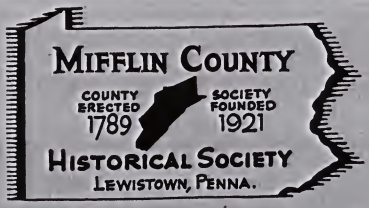
SOUTHEAST ASIA

UNITED STATES

United States National Student Association

X-LA356
.M5
#20

To Foster an Appreciation of Public Education
As a Primary Element of True Democracy



PRESENTS

History of Mifflin County Schools

BY E. E. SIPE
COUNTY SUPERINTENDENT OF SCHOOLS

Lewistown, Pennsylvania
1950

X-LA 422
#21

DISCURSOS DE LA QUINTA GIRA POLITICA 1

La Educación Superior Universitaria y Técnica

Los Problemas Económicos y Sociales

de

SAN LUIS POTOSI

por

ADOLFO LOPEZ MATEOS

Con una nota de Introducción de Franco Carreño y un apéndice que incluye un relato de Prensa de todo lo sucedido en la visita del Candidato Nacional del PRI a la misma entidad federativa.

14

CUADERNOS DEL PROGRAMA

Editorial LA JUSTICIA
México, D. F. — 1958

X-LA422
#22

DISCURSOS DE LA QUINTA GIRA POLITICA 1

La Educación Superior Universitaria y Técnica

Los Problemas Económicos y Sociales

de

SAN LUIS POTOSI

por

ADOLFO LOPEZ MATEOS

Con una nota de introducción de Franco Carreño y un apéndice que incluye un relato de Prensa de todo lo sucedido en la visita del Candidato Nacional del PRI a la misma entidad federativa.

14

CUADERNOS DEL PROGRAMA

Editorial LA JUSTICIA
México, D. F. — 1958

X-LA 422

DISCURSOS DE LA TERCERA GIRA POLITICA 3 #23

El Problema Educativo Nacional

ANALISIS DE LA SITUACION ECONOMICA y SOCIAL de

DURANGO

por

ADOLFO LOPEZ MATEOS

Con una nota sobre López Mateos y la Educación Nacional
por
ANTONIO LUNA ARROYO

11
CUADERNOS DEL PROGRAMA

Editorial LA JUSTICIA
México, D. F. • 1958

#24 X-LA422

DOCUMENTOS PARA LA HISTORIA DE UN GOBIERNO 16

17
LOPE
M

ADOLFO LOPEZ MATEOS
PRESIDENTE DE LA REPUBLICA

3 FEB - 2
Copy ____ 1960

alfabetización

MI IDEARIO Educativo

NUEVO Y DECIDIDO IMPULSO A LA EDUCACION RURAL

Incluye: una brevísima introducción; los discursos del Dr. JAIME TORRES BODET y Arq. PEDRO RAMIREZ VAZQUEZ, Secretario de Educación Pública y Gerente del Comité Administrador del Programa Federal de Escuelas respectivamente; y comentarios de prensa alusivos que abarcan ideas y proposiciones de la C. T. M., del P. R. I. y de otros funcionarios de la Administración Pública.

EDITORIAL "LA JUSTICIA"
MEXICO, D. F. • 1959

X-LA 422
#25

DOCUMENTS FOR THE HISTORY OF A GOVERNMENT 39

ADOLFO LOPEZ MATEOS
PRESIDENT OF MEXICO

The social function of the Contemporary University

With a brief introduction by
ANTONIO LUNA ARROYO
and an appendix that includes the
educational IDEARY of the President
of MEXICO

EDITORIAL "LA JUSTICIA"

X-LA 422

DOCUMENTOS PARA LA HISTORIA DE UN GOBIERNO 59

#26

ADOLFO LOPEZ MATEOS
PRESIDENTE DE LA REPUBLICA

3 - JUL 18
Copy ____ 1961

LA MISION DEL MAESTRO

en la moderna sociedad mexicana

LAS METAS REVOLUCIONARIAS DEL ARTICULO 3º. CONSTITUCIONAL

MAS MAESTROS, MAS ESCUELAS Y MAS LIBROS PARA RESOLVER DEL TODO NUESTRO MAGNO PROBLEMA EDUCATIVO.

NO SOLO INSTRUCCION, SINO EDUCACION ACTIVA. ESCUELA DE TRABAJO Y PATRIOTISMO. EDUCACION MORAL Y CIVICA QUE COMPLETA Y FECUNDA A LA DEL ALFABETO.

CON UNA INTRODUCCION DE ANTONIO LUNA ARROYO Y UN APENDICE QUE INCLUYE OTRAS NOTICIAS DE PRENSA SOBRE OTRAS DIVERSAS ACTIVIDADES DEL GOBIERNO FEDERAL.

EDITORIAL "LA JUSTICIA"
MEXICO, D. F., MAYO DE 1961

X-LA422

DOCUMENTOS PARA LA HISTORIA DE UN GOBIERNO 59

#27

ADOLFO LOPEZ MATEOS
PRESIDENTE DE LA REPUBLICA

3 - JUL 18
Copy ____ 1961

LA MISION DEL MAESTRO

en la moderna sociedad mexicana

LAS METAS REVOLUCIONARIAS DEL ARTICULO 3º. CONSTITUCIONAL

MAS MAESTROS, MAS ESCUELAS Y MAS LIBROS PARA RESOLVER DEL TODO NUESTRO MAGNO PROBLEMA EDUCATIVO.

NO SOLO INSTRUCCION, SINO EDUCACION ACTIVA. ESCUELA DE TRABAJO Y PATRIOTISMO. EDUCACION MORAL Y CIVICA QUE COMPLETA Y FECUNDA A LA DEL ALFABETO.

CON UNA INTRODUCCION DE ANTONIO LUNA ARROYO Y UN APENDICE QUE INCLUYE OTRAS NOTICIAS DE PRENSA SOBRE OTRAS DIVERSAS ACTIVIDADES DEL GOBIERNO FEDERAL.

EDITORIAL "LA JUSTICIA"
MEXICO, D. F., MAYO DE 1961

X-LA 422

DOCUMENTOS PARA LA HISTORIA DE UN GOBIERNO 59

#28

ADOLFO LOPEZ MATEOS
PRESIDENTE DE LA REPUBLICA

3 - JUL 18
Copy ____ 1961

LA MISION DEL MAESTRO

en la moderna sociedad mexicana

LAS METAS REVOLUCIONARIAS DEL ARTICULO 3º. CONSTITUCIONAL

MAS MAESTROS, MAS ESCUELAS Y MAS LIBROS PARA RESOLVER DEL TODO NUESTRO MAGNO PROBLEMA EDUCATIVO.

NO SOLO INSTRUCCION, SINO EDUCACION ACTIVA. ESCUELA DE TRABAJO Y PATRIOTISMO. EDUCACION MORAL Y CIVICA QUE COMPLETA Y FECUNDA A LA DEL ALFABETO.

CON UNA INTRODUCCION DE ANTONIO LUNA ARROYO Y UN APENDICE QUE INCLUYE OTRAS NOTICIAS DE PRENSA SOBRE OTRAS DIVERSAS ACTIVIDADES DEL GOBIERNO FEDERAL.

EDITORIAL "LA JUSTICIA"
MEXICO, D. F., MAYO DE 1961

X-LA 422

DOCUMENTOS PARA LA HISTORIA DE UN GOBIERNO 59 #29

ADOLFO LOPEZ MATEOS
PRESIDENTE DE LA REPUBLICA

3 - JUL 18
Copy 1961

LA MISION DEL MAESTRO

en la moderna sociedad mexicana

LAS METAS REVOLUCIONARIAS DEL ARTICULO 3º. CONSTITUCIONAL

MAS MAESTROS, MAS ESCUELAS Y MAS LIBROS PARA RESOLVER DEL TODO NUESTRO MAGNO PROBLEMA EDUCATIVO.

NO SOLO INSTRUCCION, SINO EDUCACION ACTIVA. ESCUELA DE TRABAJO Y PATRIOTISMO. EDUCACION MORAL Y CIVICA QUE COMPLETA Y FECUNDA A LA DEL ALFABETO.

CON UNA INTRODUCCION DE ANTONIO LUNA ARROYO Y UN APENDICE QUE INCLUYE OTRAS NOTICIAS DE PRENSA SOBRE OTRAS DIVERSAS ACTIVIDADES DEL GOBIERNO FEDERAL.

EDITORIAL "LA JUSTICIA"
MEXICO, D. F., MAYO DE 1961

X-LA422

DOCUMENTOS PARA LA HISTORIA DE UN GOBIERNO 59 #30

ADOLFO LOPEZ MATEOS
PRESIDENTE DE LA REPUBLICA

3 - AUG - 7

LA MISION DEL MAESTRO
en la moderna sociedad mexicana

LAS METAS REVOLUCIONARIAS DEL ARTICULO 3º. CONSTITUCIONAL

MAS MAESTROS, MAS ESCUELAS Y MAS LIBROS PARA RESOLVER DEL TODO NUESTRO MAGNO PROBLEMA EDUCATIVO.

NO SOLO INSTRUCCION, SINO EDUCACION ACTIVA. ESCUELA DE TRABAJO Y PATRIOTISMO. EDUCACION MORAL Y CIVICA QUE COMPLETA Y FECUNDA A LA DEL ALFABETO.

CON UNA INTRODUCCION DE ANTONIO LUNA ARROYO Y UN APENDICE QUE INCLUYE OTRAS NOTICIAS DE PRENSA SOBRE OTRAS DIVERSAS ACTIVIDADES DEL GOBIERNO FEDERAL.

EDITORIAL "LA JUSTICIA"
MEXICO, D. F., MAYO DE 1961

X-LA422

DOCUMENTOS PARA LA HISTORIA DE UN GOBIERNO 105

#31

ADOLFO LOPEZ MATEOS
PRESIDENTE DE LA REPUBLICA

3 -AUG 2 0
Copy 1963

la paz por la educación

Contiene los mensajes alusivos del Jefe del Ejecutivo Federal dirigidos a los maestros - Incluye otras alocuciones del señor Presidente de la República dedicadas a otros sectores sociales, en especial los dirigidos a maestros y alumnos pronunciadas en las Universidades de algunas de las entidades federativas visitadas. Abarca así mismo el mensaje dirigido a los juristas del mundo que se reunen en Atenas (Grecia), a luchar por la Paz en el Derecho; con un apéndice de noticias de prensa relativas a las mencionadas actividades y a otras realizadas por nuestro Jefe Nacional en cumplimiento de sus elevadas funciones, de manera especial, a las cuatro breves giras de trabajo realizadas por los Estados de Puebla, Querétaro, Jalisco y Nayarit - También incluye el acuerdo del Congreso de Maestros de Brasil que acordó apoyar a López Mateos para el premio Nobel de la Paz.

Con una breve introducción de
ANTONIO LUNA ARROYO

EDITORIAL "LA JUSTICIA"

MEXICO, D. F., 1963

INRA
BIBLIOTECA
3 OCT 59
X-LA486
#32
3 -JAN 13
Copy 1960

CANJE

"El niño que no estudia no es un buen revolucionario"

FIDEL CASTRO